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and Hinsdale at hand they can fill in for themselves the chief lacunæ.

EDWARD VAN DYKE ROBINSON

ROCK ISLAND HIGH SCHOOL

A Junior Latin Book. By JOHN C. ROLFE, Ph.D., and Walter Dennison, Ph.D., of the University of Michigan. Allyn & Bacon.

THE general appearance of this book is quite prepossessing, and it is by no means faint praise to say that in typographical features it is no discredit to the series in which it belongs.

The text consists of three pages of Aesopian Fables, twenty-two pages of Roman History, twenty-two pages of Viri Romae, thirty-nine pages from Nepos, and two books of Caesar's Gallic War. The Fables and Roman History are from Jacobs and Döring's *Lateinisches Elementarbuch*, the selections from Viri Romae and Nepos are from Rolfe's editions, and the text of the Caesar is taken from Kelsey's edition of the Gallic War. The selections from Viri Romae are Julius Caesar, Cicero, and Augustus; those from Nepos are Miltiades, Themistocles, Pausanias, Epaminondas, Hamilcar, Hannibal, and Cato.

There are twenty-six pages of introductory matter, devoted in part to explanatory remarks about the Fables, Roman History, and Viri Romae, but principally to the two subjects, the Life and Works of Nepos and the Roman Art of War. No mention is made of Caesar in the introduction, since a sketch of his career appears in the text. There is an abundance of maps and there are also plans of military movements and fortifications.

The long vowels are all marked, a difficult task that appears to have been done with great care. There are very few of the inevitable misprints to be found in any first edition, and the few that occur are so apparent that they can lead no one astray. In fact, in the entire book there is only one indication of carelessness, and that is in the division of words into syllables. Too much can hardly be said against the ordinary rules of Latin syllabification, but it is certainly not too much to expect consistency in some system. Yet we find *oppug-narent* (p. 99, l. 1) and *oppu-gnarunt* (p. 101, l. 17); *epis-tulam* (p. 87, l. 21) and *epi-stulam* (p. 91, l. 14); *fru-straberis* (p. 104, l. 1), and *magistrorum* (p. 61, l. 16); *ho-stem* (p. 103, l. 8) and *obtes-tata* (p. 35, l. 7). These instances are sufficient for illustration.

The notes are quite full, and at the beginning, are adapted to work of the most elementary character. Scattered along through the grammatical references and the historical explanations are many suggestions that cannot fail to be helpful and stimulating. A special effort seems to have been made to warn the student faithfully against the common errors of translation.

Following the notes are exercises in writing Latin, covering about twenty-eight pages. The sentences for translation are based upon the Latin text, and there pupils must look for vocabulary and models of construction. In each exercise some syntactical point is emphasized. The vocabulary at the end of the book seems to be entirely adequate, but has no special features.

Teachers have often, and justly, complained that it is unwise to spend so large a part of the time in reading the monotonous chronicles of Caesar, when there is available so much biography and history that are both helpful and interesting. The *Junior Latin Book* certainly furnishes variety, and, what is a matter of serious consideration in some quarters, this variety is secured at the price of one volume. The book, therefore, deserves careful consideration from all teachers of Latin in secondary schools.

FRANK A. GALLUP

COLGATE ACADEMY
Hamilton, N. Y.

Discussions in Education. By FRANCIS A. WALKER. Henry Holt & Co. 1899.

PRESIDENT WALKER turned his attention to education when in middle life. During his lifetime he was doubtless known as an educator chiefly through his splendid administration of the Massachusetts Institute of Technology. His popular reputation was as an economist rather than as a leader in educational thought. How thoroughly he studied and clearly grasped many of the leading problems of the educational field is clearly shown in this volume, which comprises the most important addresses and papers of which he was the author. The book is divided into four main groups, the first comprising papers upon technological education, the second upon manual education, the third those upon the teaching of arithmetic, and the fourth upon various college problems. All of these papers have been more or less widely known, though perhaps those upon the teaching of arithmetic have attracted the most general attention on account of the studies upon